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ABSTRACT

Developments concerning women's education and employment, legislation and court cases that affect women, and the latest model programs and resources are presented in this newsletter issue. Contents include: an editorial on progress made toward educational equity for women since the enactment of Title IX of the Education Amendments of 1972; five myths about Title IX; and information on nontraditional careers for women. Specific topics include the following: sexual harassment on campuses; sex discrimination suits filed by women faculty; college enrollment trends for women students; courses in Black women's history; a directory of Hispanic women in higher education; employment patterns and salaries for male and female higher education administrators; career guides for advising prospective women scientists and engineers; engineering education for women and minorities; sex equity through vocational education; postdoctoral fellowships in science for women; concerns of academic women; a publication on women's studies around the world; a self-study guide on sex equity for college staff; and the firing of Joy Simonson, the director of the National Advisory Council on Women's Educational Programs. (SW)

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN

ON CAMPUS WITH WOMEN

Volume 12, No. 1 - Summer 1982

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Project on the Status and Education of WOMEN

ON CAMPUS WITH WOMEN

Vol. 12, No. 1 • Summer 1982

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EDITORIAL

HAPPY BIRTHDAY TITLE IX!

In 1970 when the Congressional hearings which led to Title IX were held, few people in the academic community were aware of or would admit that sex discrimination existed and affected every campus across the country. Not one representative from the Washington educational associations appeared at the hearings. Instead, women (and men) concerned about sex discrimination came to testify at their own expense at these unprecedented hearings. And they were heard. Two years later, in June 1972, Title IX became law, as part of the Education Amendments. Sex discrimination against students and employees was henceforth prohibited in institutions which received federal assistance.

June 1982 marked the end of the first decade of Title IX, a decade in which institutions became increasingly aware of the nature of sex discrimination and began to initiate ways to combat it. Title IX was the catalyst for many of the changes which have occurred, and the progress which has been made toward educational equity for women, such as the following:

- abolition of admissions quotas, and the subsequent marked increase in the enrollment of women in graduate schools, especially in medicine and law;
- increases in women's athletic opportunities;
- development of procedures whereby students could pursue complaints concerning sex discrimination;
- development of policies prohibiting sexual harassment;
- admission of women to campus professional and honorary societies, many of which were previously restricted to men;
- ending of parietal rules and other restrictions for women only;
- increasing fairness in the awarding of financial aid; and
- a decrease in counseling which encouraged women to enter traditional fields and discouraged them from other, more nontraditional fields.

After ten years of Title IX, discrimination problems are still not fully resolved. Nevertheless, much of the overt discrimination has been disappearing, leaving issues of subtle discrimination which are often far harder to identify and resolve.

The changes occurred primarily for two reasons. One, Title IX provided women (and men) with hope and a tool for change. Students, faculty and staff could point to an unfair practice or policy, argue that it violated Title IX and thereby have the means to amend or abolish it. Two, institutions have been willing to comply with the law in most instances.

The changes did not occur because a federal investigator was knocking at the door. Less than one percent of the nation's schools and colleges have ever seen—or are likely to see in the future—a federal investigator. Having a law in place (along with the knowledge that it would be enforced)

(Continued on page 2)

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HAPPY BIRTHDAY TITLE IX!

(Continued from page 1)

has made it possible for institutions to move forward and provide greater equity for its students and employees.

Title IX is needed as much as ever to continue to give educational institutions the initiative and support to deal with the changing faces of discrimination. Weaken the law—either by legislative or regulatory change, or poor enforcement, as this administration is attempting to do—and backsliding and backlash may well occur, along with a weakening of the will to preserve the gains already made.

—Bernice Resnick Sandler

[Sandler, who directs the Project on the Status and Education of Women, testified at the hearings that led to the passage of Title IX and other legislation affecting women in education. She was subsequently appointed to the House of Representatives Special Subcommittee on Education, where she oversaw the compilation of those hearings and worked on what eventually became Title IX.]

MYTHS ABOUT TITLE IX

Myth: *Title IX is costly because it requires schools to provide a variety of services for women.*

Fact: Although Title IX requires a few specific activities, it does *not* require institutions to provide specific services or programs for women. With few exceptions (such as those listed below), Title IX does *not* tell institutions *what* to do; it only requires them to do whatever they do without discrimination. For example, an institution is *not* required to have any athletic program, but if it does, it must provide opportunities for both sexes.

Among Title IX's few requirements are:

- designating an employee to handle sex discrimination complaints;
- having a procedure to handle such complaints;
- publication of a nondiscriminatory policy in various publications;
- developing procedures to assure the institution there is no discrimination in housing, counseling, and student placement services.

Myth: *Schools are drowning in paperwork.*

Fact: Title IX requires no paperwork other than a one-time signing of an assurance form stating that the institution does not discriminate. Other paperwork would occur only if an institution was charged with discrimination and subsequently investigated, or in the rare instance of a compliance review (only a handful of these occur annually).

Myth: *The cost of providing sports opportunities for women has "ruined" men's athletics.*

Fact: In dollar amounts, men's budgets have increased more than women's budgets, particularly in schools with prestigious football teams. In schools where cuts in men's athletics have been made, the cuts have been the result of general budget deficits, and not the result of women's programs

Myth: *Title IX will destroy intercollegiate sports, particularly football.*

Fact: No. For ten years this myth has been current, yet men's intercollegiate sports have not disappeared. Title IX does *not* require equal aggregate expenditures for each sex or for male and female teams. It does *not* require equal monies for athletic scholarships, nor does it require co-educational showers, locker rooms or bathrooms. No school has abolished its football team because of Title IX.

Myth: *Now that all the problems are solved, we no longer need Title IX.*

Fact: Although many problems have lessened, women have not yet achieved equity in educational institutions. For example, few women are tenured; salaries are lower for women; women students may still be actively discouraged from entering nontraditional fields; women's athletic programs still have a long way to go; and sexual harassment is a continuing problem. Title IX is needed now more than ever.

TITLE IX

ED's Exclusion of Student Loans Will Restrict Title IX Coverage

The U.S. Education Department (ED), now in the process of redefining what constitutes "federal aid," is moving to exclude the Guaranteed Student Loan (GSL) program from civil rights protections. While draft notices of proposed rulemaking in regard to GSLs have recently circulated within ED, the department has yet to propose any regulatory change on the GSL question. Title VI and Title IX (which prohibit race and sex discrimination respectively in institutions receiving federal aid) have always been interpreted to cover all federal aid, including loans. By narrowing the definition of federal aid, fewer institutions will be covered by Title IX. Hearings were held in April and May 1982 by the House of Representatives' Subcommittee on Postsecondary Education. (Sandler, Director of PSEW, was among those who testified.) For copies of the hearings, write Lisa Phillips, Subcommittee on Postsecondary Education, 320 Cannon House Office Bldg., Washington, DC 20515.

Employees as Well as Students Covered by Title IX, Supreme Court Holds

Sex discrimination in education employment is covered by Title IX of the Education Amendments of 1972. The U.S. Supreme Court ruling on May 17, 1982 will permit the cut-off of federal funds (the remedy provided by Title IX) to educational institutions found to have discriminated on the basis of sex in their employment practices. (In practice, it is the threat of cut-off rather than cut-off *per se* that has made the law effective.)

The Court stated that Title IX is program-specific, i.e., that the law may be invoked only to cut off federal funding to specific programs in which sex discrimination is found. However, the Court overtly declined to define what is meant by an education "program". "That issue, properly, was left for another day," said Marcia D. Greenberger, of the National Women's Law Center. "It was not raised in the case before the Court." [*North Haven Board of Education* v. *Bell, Secretary of Education*]

APGA Passes Resolution Supporting Title IX

Another higher education association has joined the ranks of groups passing resolutions in support of Title IX. At its annual convention in March 1982, the American Personnel and Guidance Association (APGA) Senate adopted a resolution "that APGA go on record in support of Title IX . . . and opposes any effort to revise or rescind Title IX, specifically the Hatch Amendment (S. 1361) and the Smith, Jepsen and Laxalt Family Protection Acts (HR. 3955 and S. 1378) and support the Schneider Resolution." (The Family Protection Act abolishes many parts of Title IX. The Schneider Resolution refers to a Congressional letter in support of Title IX circulated by Representative Claudine Schneider of Rhode Island.)

SEXUAL HARASSMENT

Statistically Speaking: Sexual Harassment at U. of Florida

Another survey, this one at the UNIVERSITY OF FLORIDA, confirms the existence of campus sexual harassment. Approximately 31 percent of the women graduate students, and 26 percent of women undergraduates reported sexual advances from faculty. Forty-four percent of the women following traditional fields of study and 52 percent of those pursuing nontraditional degrees reported having at least one instructor who made negative remarks regarding women in general.

In response to a questionnaire distributed to students at the university's College of Liberal Arts and Sciences, 50 percent of the women students registered offense at textbook authors who ignored feminine gender, while only 12 percent of the male students were equally offended. In addition, 40 percent of the female respondents viewed sexist language in textbooks as promoting discrimination against women.

"Tell Someone": Good Advice From the University of Michigan

The UNIVERSITY OF MICHIGAN has developed a brochure on sexual harassment problems. Entitled "Tell Someone!", and aimed at students, faculty and staff, the brochure defines sexual harassment; quotes the university's president regarding official policy; includes male as well as female examples of sexual harassment; and suggests steps to take when faced with the problem. Offices, with telephone numbers, are listed for those seeking further information or wishing to file complaints. Single copies of the brochure may be obtained free by writing to the Affirmative Action Office, 108 Fleming Administration Bldg., University of Michigan, Ann Arbor, MI 48109.

Help for Harassers and Harassees

Both those who have been sexually harassed and those accused of harassment may find help at a campus center set up to meet such needs at YORK UNIVERSITY in Toronto. The university's acknowledgement that harassment is inappropriate, and that the university has a responsibility to combat it, resulted in the establishment of the center, the first of its kind in Canada.

AASCU Adopts Policy Statement on Sexual Harassment

A policy statement on sexual harassment was adopted last fall by the American Association of State Colleges and Universities (AASCU). The statement, developed by AASCU's Committee on Academic and Student Personnel, affirms AASCU's commitment to "the creation of an academic environment free of acts of sexual harassment," and encourages individual efforts of its member institutions in working toward that goal. Single copies are available at no cost from AASCU, One Dupont Circle, Suite 700, Washington, DC 20036.

IN THE COURTS

Men and Women to be Given Equal Pension Benefits, Eventually

A 1979 ruling that the country's major provider of pension plans to colleges and universities, the College Retirement Equities Fund (CREF) must pay equal benefits to men and women was reaffirmed in March 1982 by Judge Robert J. Ward of the U.S. District Court for the Southern District of New York. Asked by the U.S. Court of Appeals for the Second Circuit to review his 1979 decision in a case filed against CREF and LONG ISLAND UNIVERSITY by a faculty member, Judge Ward upheld his original ruling that CREF's use of separate mortality tables to calculate annuity benefits for male and female retirees was in violation of Title VII of the Civil Rights Act of 1964, which bars sex bias in the treatment of employees. He reiterated the court's holding in 1979 that "CREF must use sex-merged mortality tables in calculating the benefits to be received by plan participants who retire on or after May 1, 1980." (*Spirt* v. *TIAA-CREF* Dkt. 74 Civ. 1674). TIAA-CREF is again contesting his decision, and maintains that it will pursue the issue to the U.S. Supreme Court if necessary.

In a similar case, the state of Arizona's retirement plan was also ruled to be in violation of Title VII because it computes monthly payments on the basis of actuarial tables. The plan also allowed employees to choose two lump-sum payments that were not discriminatory. In its March 1982 ruling in favor of the plaintiff *(Norris v. Arizona Governing Committee for Tax Deferred Annuity and Deferred Compensation Plans)* the Ninth U.S. Court of Appeals stated that "the existence of nondiscriminatory options does not legitimize the discriminatory option."

"Catch 22" for Women Athletes Undone by Landmark Decision

WASHINGTON STATE UNIVERSITY (WSU), in a landmark decision on intercollegiate athletics, has been found guilty of sex bias and ordered by a state judge to award current and former athletes monetary damages, and to provide women coaches with free automobiles comparable to those given male coaches. The keystone of the ruling is that, for women's sports, future funding

levels must equal **expected** participation rates, e.g. the current percentage of girls who play sports in Washington state high schools is 32.5 percent; therefore 32.5 percent of WSU's 1983 athletic budget must be earmarked for women. At present, while women now comprise 28 percent of WSU athletes, they receive only $800,000, or 18 percent, of the university's $4.5 million sports budget. Prior to the new ruling, women athletes were caught in a "Catch 22" situation in which their participation in sports was limited because of low funding; however, funding could not increase without more participation. The lawsuit (*Blair* v. *Washington State University*, No. 28816, Superior Court for Whitman County) was filed in 1979 under an equal rights provision added to the Washington State Constitution in 1972. The provision is identical to the proposed federal amendment.

Smith College: Admissions Policy and Tax-Exempt Status Still Intact

Charged by the town of Whately, MA with violating the state's equal rights amendment because it refused to admit men, SMITH COLLEGE won its right to continue admitting only women and to retain its tax-exempt status in a case decided in April 1982 by the Massachusetts Supreme Court. The court stated that the issue of violation of the state's constitutional ban on sex bias could not be raised by the town's tax assessors, but only "by the state's attorney general or, possibly, by the state commissioner on taxation." The ruling in the case *(Smith College v. Whately)* upheld an earlier decision by the Massachusetts State Appellate Tax Board. *Amicus* briefs were filed by three other private women's colleges in the state: WELLESLEY COLEGE, MOUNT HOLYOKE COLLEGE and WHEATON COLLEGE.

Equal Pay Act Strikes Again

Paying women faculty members less than male faculty members in similar positions constitutes unlawful discrimination in violation of the Equal Pay Act. So ruled the U.S. District Court for Oregon in a case brought against the OREGON COLLEGE OF EDUCATION (now WESTERN OREGON STATE COLLEGE). Arguing against the college's contention that women faculty received less pay because they began at lower salary levels resulting from sex neutral factors built into the salary system, the court found that the women performed substantially equal work to that of their male counterparts, and received less pay. This was true for women in all but two categories surveyed. The court instructed the plaintiffs to submit a statement showing the exact amounts to which the women are entitled, including any back pay and fringe benefits to which they are entitled under the Equal Pay Act.

Oregon State Universities Charged with Discrimination

Eight institutions of the Oregon state university system have been charged with discrimination under Title VII. In the first certified class action suit against a state-wide educational system *(Penk et. al.* v. *Oregon State Board of Higher Education)*, the plaintiffs allege discrimination in salary, promotion, tenure, sabbatical availability, administrative access, and working conditions. Faculty Women for Equity (FWE) spearheaded the filing in 1980 and continues to work for the successful resolution of the suit by gathering information and raising money through donations, card games, T-shirt sales, and garage sales. FWE has received endorsements and support from the American Association of University Professors, the Oregon chapter of the American Association of University Women, Women's Equity Action League, Oregon Public Employees Union, Oregon Federation of Teachers/AFT and the Oregon Education Association/NEA. For further information, contact Ann Brodie, 3145 Seneca Pl., Corvallis, OR 97330.

Sex Bias Costly to Alabama

In a class action suit against the UNIVERSITY OF SOUTH ALABAMA, 117 women were awarded $704,441 in back pay, and redress for discrimination in the areas of promotion, tenure, and hiring practices. In addition to the back pay, monies for Social Security, retirement, and summer school salary were awarded, bringing the total to approximately $1.2 million. Final settlement will include attorneys fees as well. The case, *Martin* v. *University of South Alabama* (Civil Action #75-473-P) was heard in the U.S. District Court for the Southern District of Alabama at Mobile.

Sex Discrimination Charge Filed Against Harvard

In March 1982, Sociologists for Women in Society filed a charge against HARVARD UNIVERSITY (MA) covering hiring, salaries, promotion, tenure, and other terms and conditions of employment in the Harvard Faculty of Arts and Sciences. Under a provision of Title VII, which prohibits employment discrimination, an interested third party can initiate a charge of discrimination on behalf of an aggrieved individual or class. The charge was made on behalf of Dr. Theda Skocpol, a sociologist who was refused tenure by the all-male Department of Sociology despite her exceptional qualifications; the women faculty currently or previously employed in Arts and Sciences; as well as all women who could have been employed there. At present, women faculty comprise less than 4 percent of the tenured positions in the Faculty of Arts and Sciences.

Sex Discrimination in the Ivory Tower: Lawsuits Under Title VII

A recent article, based on interviews with 20 faculty women who had filed charges of sex discrimination against colleges and universities, tells of the difficulties and gains in pursuing lawsuits under Title VII, which prohibits discrimination in employment. Titled "Collective Protest and the Meritocracy: Faculty Women and Sex Discrimination Lawsuits," and written by Emily Abel, the article appeared in *Feminist Studies*, Vol. 7, No. 3 (Fall 1981). Single copies of the publication are available at $12 for libraries and institutions, and $6 for individuals from *Feminist Studies*, c/o Women's Studies Program, University of Maryland, College Park, MD 20742.

Boys Will Be Boys!

Spraying a group of women demonstrators with fire extinguishers resulted in suspension for six male students at the UNIVERSITY OF NEW HAMPSHIRE in April 1981. The ruling made by a student judicial board, has been overruled by a federal district court judge on the basis that the university violated the students' constitutional rights to due process. The students admitted that they had sprayed the women, who were marching to demand greater safety on the streets after dark, but nonetheless denied that their act constituted sexual harassment and assault.

ON THE CAMPUS

Half a Million More Women Than Men Students on Campus in 1981

Last year marked the sixth year in a row that more women than men were enrolled at colleges and universities in the U.S. Women were also a key reason for the increase in enrollments, which

reached a new high of 12.3 million for fall 1981, despite federal aid cuts and a tapering of "baby boom" students. Preliminary estimates from the National Center for Education Statistics show women to be outnumbering men students by close to one-half million, accounting for 52 percent of the overall 1980-1981 enrollment.

More Women than Men in 1981 Entering Class at MSU's Med School

For the first time, the first year class at MICHIGAN STATE UNIVERSITY's medical school holds more women than men. Of the 106 students in the entering class, 55 are women, making the school the third among the nation's 123 four-year medical schools to have a freshman class with a predominance of women. (In 1980, 62 percent of the students at the MEDICAL COLLEGE OF PENNSYLVANIA—formerly the WOMEN'S MEDICAL COLLEGE OF PENNSYLVANIA—were women, and in 1976, 28 out of the 50 students in the entering class of the med school at the STATE UNIVERSITY OF NEW YORK (SUNY) at Stony Brook were women.)

Turnaround on the Campus: Single-Sex Dorm Trend on the Rise

The increasing popularity of single-sex residence halls at colleges across the country is evidenced at MICHIGAN STATE UNIVERSITY (MSU), which heads a growing list of such schools. At Michigan State, approximately half of the 20,000 or more students opting for campus housing now choose to live in single-sex residence halls or apartments. At the UNIVERSITY OF IDAHO, the demand for co-ed housing reached such a low ebb last fall that the school was forced to close its co-ed residence hall, which was the only one in the state.

Job Equality for Women? Overwhelmingly Yes, Vote New Freshmen

"Women should have job equality" was a statement strongly endorsed by 96.6 percent of the women and 88.6 percent of the men in a nationwide sample of 192,000 freshmen who entered college in the fall of 1981. The other side of the coin, however, showed a surprisingly high percentage of freshmen agreeing with the statement that "women's activities should be confined to the home"—19.3 percent of the women and 35 percent of the men. The data appeared in *The American Freshman: National Norms for Fall, 1981* by Alexander W. Astin, published by the University of California at Los Angeles and the American Council on Education, One Dupont Circle, NW, Washington, DC 20036.

Women Achievers Honored at MSU

In a new program initiated at MICHIGAN STATE UNIVERSITY last fall, the Division of Women's Programs solicited nominations of women students, faculty and staff at the university who had attained special honors or achievements in order to promote the recognition of successful women on campus. Possible areas of accomplishment in the Women Achievers program included research, publications, service, leadership and curricula development. An event recognizing the nominees' achievements was held to honor these women, whose names, together with a brief account of their achievements are listed in the January 18, 1982 issue of the Michigan State University "Woman." Other schools may want to use the program as a model.

Working Wives: College Presidents Have Them, Too

Over a third (37 percent) of those responding to a survey on the spouses of presidents of state colleges and universities reported having a salaried or paid career. While 55 percent of these had begun their salaried career prior to their marriage, 45 percent, or almost as many, indicated that they had entered upon their salaried career after becoming the spouse of a college or university president. In each age group of those surveyed (30-40, 40-50, 50-60, and over 60), slightly over one-half of the spouses reported having a volunteer career, and these tended to be more oriented to the community than toward work for the university or church activities. These and other findings of the survey, which was carried out under the auspices of the American Association of State Colleges and Universities (AASCU), appear in the *Survey of AASCU Presidential Spouses: Myths and Realities* by Roberta Ostar and Cathryn Ryan, October 1981. Copies are available at $1 prepaid from AASCU, One Dupont Circle, Suite 700, Washington, DC 20036, Attn. Publications Department.

The Puck Stops Here

Women's hockey teams and programs are springing up all across the country from New England, where women's hockey has its base. HARVARD UNIVERSITY (MA), PROVIDENCE COLLEGE (RI), DARTMOUTH COLLEGE (NH), and PRINCETON UNIVERSITY (NJ) are a few of the 30 colleges in the Northeast which now field women's ice hockey teams.

MINORITY WOMEN

Black Women's History Comes to the Fore

Courses in black women's history are becoming increasingly popular. *The Christian Science Monitor* notes that some 200 such courses are presently being offered in the U.S. A major research work in this area, which covers two hundred years of black women's contributions to America, has been published recently. The two-volume set, *Contributions of Black Women to America*, was developed from a research project funded by the Women's

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National Association of College and University Attorneys (NACUA)
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Prices and availability of resources are current at time of publication.

Educational Equity Act Program and contains sections on the arts, media, business, law and sports (Vol. 1) and on civil rights, politics and government, education, medicine, and the sciences (Vol. 2). The hardback volumes contain pictures, bibliographies, introductory essays, and an index for each subject area. Ordered separately, the volumes cost $24.95; the set costs $49.50. Add $3 per volume for shipping and handling; South Carolina residents also add 4 percent sales tax. Orders should be sent to Kenday Press, Inc., P.O. Box 3097, Columbia, SC 29230.

Seminar Reports and Resource Directory on Hispanic Women To be Available This Fall

Hispanic Women in Higher Education (HWHE), a STANFORD UNIVERSITY (CA)-based networking organization of over 1,000 Hispanic women educators, community-based activists, and professional women from public and private ranks, has organized three invitational regional seminars in California in 1982. All proceedings from the seminars will be published this fall and disseminated together with a resource directory of Hispanic women and organizations. For further information, contact Sylvia Castillo, Assistant Dean of Students, DOSA, Stanford University, Stanford, CA 94305.

College Life for Chicanas Spells Stress

In all areas—academic preparedness, financial situation, and ability to help their families financially while in school—Chicanas report greater stress than their male counterparts, according to a study by STANFORD UNIVERSITY's (CA) Center for Research on Women (CROW). Maria Chacon, director of the study, *Chicanas in Postsecondary Education,* noted that while Chicanas showed the lowest college representation of any major population group (only 14 percent of Chicanas between the ages of 20 and 22 were in college in 1980, as compared to almost 29 percent of Anglo women and 22 percent of black women), little empirical research has been done to investigate their problems or understand the causes behind their difficulties. Despite numerous studies on women and minorities, research is scant on those facing both the barriers of race and sex at one time, Chacon said.

Women's Center Newsletter from Spelman College

A list of recent publications on black women, resource information quotes on black womanhood, and other articles appear in the first issue of the *Women's Research and Resource Center Newsletter.* Individual copies of the 8-page publication and/or a subscription are available free from the Women's Center, Box 127, Spelman College, Atlanta, GA 30314.

Black Women Band Together at Northeastern Illinois

The Black Women's Caucus (BWC) at NORTHEASTERN ILLINOIS UNIVERSITY could be of interest to those considering similar organizations. Formed in the spring of 1981, the caucus is made up of black female employees at the university, including faculty, administrators, and civil service workers. For further information, contact Bettye Parker, Coordinator, BWC, C525 Board of Governors BA Program, 5500 N. St. Louis Ave., Chicago, IL 60625.

Leadership Training for Black Women

How the college experience has played, and should play, a role in fostering leadership among black women, as well as other issues, are discussed by Patricia Bell Scott in *Some Thoughts on Black Women's Leadership Training.* The 15-page monograph (Working Paper No. 90) is available at $2.50 from Wellesley College, Center for Research on Women, Wellesley, MA 02181.

Black Women's Issue of *The Black Collegian*

Articles on networking, workplace problems (sexual harassment and racial discrimination), and women making the transition from college to career, highlight the April/May issue of *The Black Collegian* (Vol. 12, No. 5) which is devoted to black women. Individual copies of the issue are available at $3 from The Black Collegian, 1240 South Broad St., New Orleans, LA 70125.

EMPLOYMENT

Women and Minorities at the Top Still at the Bottom

Women and Minorities in Administration of Higher Education Institutions, compares employment patterns and salaries for administrators in 1976 and 1979. Prepared by the College and University Personnel Association (CUPA) and the American Council on Education (ACE), the report analyzes changes and examines five frequently offered explanations for slow or nonexistent progress of women administrators:

- Women have been on the job a shorter amount of time than men.
- Women are more often hired from within the institution than are men.
- Financial exigency prevents institutions from hiring additional women.
- Stable or declining employment in higher education institutions precludes achieving affirmative action goals through employment growth.
- Low turnover in the tight academic labor market means few opportunities for hiring.

None of these five explanations stood up under statistical scrutiny.

Other highlights of the report include:

- Of the top-level administrative jobs in the 1978-79 survey, white men held 74.5 percent, with 94 percent in the chief executive category;
- Women in similar posts received 68 to 80 percent of salaries earned by white men and minority men earned 90 percent;
- At institutions responding to both the 1975-76 and the 1978-79 surveys, women and minorities gained 3.5 percent in their share of top-level administrative jobs, for a 1979 total of 22.9 percent.

Copies of the 77-page report, which appeared in CUPA's Fall 1981 *Journal,* may be ordered at $10 prepaid from CUPA headquarters, 11 Dupont Circle, Suite 120, Washington, DC 20036. For CUPA members, the cost is $7.

"... After the Gravy Train Has Left the Station"

Some data on women's employment in professional occupations appears encouraging: e.g., the proportion of women lawyers and judges rose from 3.5 percent in 1960 to 9.5 percent in 1977; during the same time span, the proportion of law degrees earned by women jumped from 2.5 to 19.3 percent. Such statistics, however, are misleading, note the authors of "Women's Recent Progress in the Professions or, Women Get a Ticket to Ride After the Gravy Train Has Left the Station." Arguing that:

- "there is a rapidly developing split in professional work between prestige jobs with good pay, autonomy, and opportunities for growth and development and a new class of more routinized, poorly paid jobs with little autonomy and

(Continued on page 9)

NONTRADITIONAL CAREERS

The Project gratefully acknowledges the renewed support of the INTERNATIONAL PAPER COMPANY FOUNDATION for making this section on "nontraditional careers" possible.

Career-of-the-Month Series at Michigan

A career-of-the-month series at the Center for Continuing Education of Women (CCEW) library at the UNIVERSITY OF MICHIGAN highlights different careers each month, such as office and business fields, communications, technical fields, sales and marketing, management, and the fine arts. In addition to displays of vocational and educational materials, resource locators, and bibliographies, the library has also conducted panel discussions and has had resource people available during the library's evening hours to talk informally about careers. The program is free and open to anyone interested in learning more about a specific career.

Wanted: Information from Minority Women Scientists

Minority women professionals in the fields of mathematics and computer science, engineering, and the physical sciences are being sought by the American Association for the Advancement of Science (AAAS). The Association is looking for role models in these fields for three career information booklets which are being designed specifically for American Indian, Black, Mexican American, and Puerto Rican women.

The coordinator of the project, the National Network of Minority Women in Science, works to develop, coordinate and implement projects to increase the participation and the representation of minority women at every level of training and employment in science and engineering. For further information, contact Paula Quick Hall, Office of Opportunities in Science, AAAS, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Keeping Women Down on the Farm . . .

Women planning to enter agriculture or already involved in the field found much of interest at the Fourth Annual Women in Agriculture Seminar held last winter at the UNIVERSITY OF CALIFORNIA at Davis. Co-sponsored by the Women's Resources and Research Center; the Student Experimental Farm; and Associated Students, University of California/Davis; the seminar was open at no charge to all members of the UC/Davis community. For further information, write to Alice Anderson or Jill Cooper, c/o Women's Resources and Research Center, 10 Lower Freeborn, University of California/Davis, Davis, CA 95616.

Rx for Women Pharmacy Students

A course designed to educate pharmacy students about women's issues, and to prepare women pharmacy students to deal with the challenges they will face in entering a previously male-dominated profession was offered last fall at MASSACHUSETTS COLLEGE OF PHARMACY AND ALLIED HEALTH SCIENCES in Boston. For further information, write Martha Chew, Liberal Arts Department, 179 Longwood Ave., Boston, MA 02115.

Math Programs for Women Described

"One Thousand Teachers Later: Women, Mathematics, and the Components of Change" describes programs designed to help educators increase the participation of women and girls in school mathematics courses. Written by Nancy Kreinberg, Director of Math and Science Education for Women at the UNIVERSITY OF CALIFORNIA, Berkeley, the article appeared in the August 1981 issue of *Public Affairs Report*, Vol. 22, No. 4, a bulletin of the Institute of Governmental Studies of the University of California, Berkeley.

How To's for Science Career Workshops

Popular one-day conferences on "Expanding Your Horizons in Science and Mathematics" have been presented for secondary school young women on college campuses every year since the first such conference was held at MILLS COLLEGE (CA) in March 1976. Since then, nearly 30,000 young women have attended the conferences, which offer such hands-on science activities as "Taking a Look at a Car's Insides," "Crime and Science: Blood Typing," and "Programming in Basic and Other Fun Things on a Pet Computer." The conferences also provide career exploration workshops led by women in many nontraditional fields. *Expanding Your Horizons: A Handbook for Conference Planners* was developed as a guide to preparing and presenting the conferences. Copies are available for $2 postpaid from the Math/Science Resource Center, Mills College, Oakland, CA 94613.

Another guide for those providing career advice to prospective women scientists and engineers is a 53-page booklet, *Ideas for Developing and Conducting a Women in Science Career Workshop*. Published by the National Science Foundation (NSF), the booklet is available at no cost from the Women in Science Program, Directorate for Science Engineering Education, NSF, 1800 G St., NW, Washington, DC 20550. Each request should be accompanied by a mailing label.

Still another source of help for those planning programs for prospective students in science and engineering are day-long conferences such as the Science Career Workshop held for campus program planners and community leaders at WESTERN MICHIGAN UNIVERSITY last summer. For more information on the workshop, sponsored by the Center for Women's Services (CWS) at the University, write to CWS, Western Michigan University, Kalamazoo, MI 49008.

The UNIVERSITY OF MICHIGAN's Center for Continuing Education of Women (CCEW) has established a Women in Science Program to encourage women students as well as prospective students to consider majors and careers in the sciences. Offering a conference, "Image and Professionalism: Issues for Women in Science;" workshops which focus on specific science careers; lists of resource persons and organizations useful to students; and assistance with summer and regular job placement, the program also exposes students to women role models in the sciences who have varied kinds of careers and lifestyles. The program is described in the CCEW Newsletter for Spring 1982 (Vol. XV. No. 1). Copies are available at no charge from CCEW, 350 South Thayer, Ann Arbor, MI 48109, Attn. Cindy Palmer.

Engineering Education for Women and Minorities

Women and minorities are the focus of the April 1982 issue of *Engineering Education*, Vol. 72, No. 7. Articles include discussions on women in engineering programs, re-entry programs, women engineers, and minority engineering graduates. Single copies of the issue may be ordered at $2.75 from ASEE (American Society of Engineering Education) Headquarters, Suite 200, Eleven Dupont Circle, Washington, DC 20036.

Indiana Program on Engineering Education for Women

The Indianapolis education center run by PURDUE UNIVERSITY and INDIANA UNIVERSITY now offers engineering degrees in two years or less to women holding baccalaureate degrees in mathematics or science. The women accepted into the program pay no tuition, but are given paid internships in Indianapolis' industries. A standard undergraduate engineering sequence and intensive tutoring are included in the coursework to refresh and update studies which students have mastered in the past. Degrees are conferred by Purdue University. For further information, contact Susan Herrmann, Director, Target: Alternative Science Careers, Office of the Dean, School of Engineering and Technology, Purdue University, 799 W. Michigan St., Indianapolis, IN 46202.

Industrial Consortia Project in New Hampshire

New Hampshire College and University Council has established an industrial consortia in six regional centers, in which companies are allied with a variety of postsecondary educational institutions for the delivery of educational services to adult workers. The project, known as the New Hampshire Continuing Education Network, incorporates regional facilities—including plants, high schools and college campuses—as learning sites, and provides training in such areas as basic industrial skills, boiler operating, air conditioning and supervisory management. For further information, contact Bill Andrews or Keith Bird, Manager, Continuing Education Programs at the Network, 2321 Elm St., Manchester, NH 03104.

No Two Ways About It: Blue Collar Women Like Their Work

More satisfaction than blue collar men, and none of the ambivalence of white collar women: these were the characteristics which UNIVERSITY OF CALIFORNIA, San Diego, sociologist Mary L. Walshok found in a study of nearly 90 blue collar women in California. The women had a strong commitment to paid employment and a desire for challenging work in which they could be independent and control their time. The women, who previously were employed in such areas as clerical work, food services, keypunch operation, or assembly-line work, now describe feeling a sense of productivity and view themselves as problem solvers. Walshok has written about her study in *Blue Collar Women: Pioneers on the Male Frontier.* The publication is available for $15.95 (hardcover) or $7.95 (paper) from: Doubleday and Co., 501 Franklin Ave., Garden City, NY 11530.

Sex Equity Through Vocational Education

In its work toward achieving sex equity, OKALOOSA-WALTON JUNIOR COLLEGE (FL) has set the goals of 1) educating the general community regarding the problems of sex stereotyping, 2) educating parents in the community as to their impact on their children's career choices, and 3) educating individual women to take into account nontraditional as well as traditional job options in making career decisions. The school offers workshops, a college credit course, and a non-credit course both on campus and at off-campus locations throughout the community. The program is described by David L. Goetsch and Earl N. Gulledge in "Achieving Sex Equity Via Vocational Education," which appeared in the September 1981 issue of the *Community and Junior College Journal.* Copies of the issue are available at $1.50 from the American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036.

Bibliography on Nontraditional Job Training

A resource directory of both research materials and program information has recently been released by the Council of Planning Librarians. *Nontraditional Job Training for Women* (#45) may be ordered at $5 from CPL Bibliographies, 1313 E. 60th St., Chicago, IL 60637.

Resources on Women in Nontraditional Occupations Available

Nontraditional options is the focus of a brochure published by the Women's Bureau, U.S. Department of Labor. *Women in Non-Traditional Employment: A Selected List of Publications, Slides and Films* contains seven pages of brief annotations, and is available at no charge from the Women's Bureau, U.S. Department of Labor, Washington, DC 20210.

Postdoctoral Fellowships in Science for Women

The National Science Foundation's program Visiting Professorships for Women in Science and Engineering is now the only program for women at that organization. Women who have a Ph.D. or equivalent in the natural or social science, mathematics or engineering are eligible. The program is expecting $950,000 for 1982. Application deadlines or guidelines for the program are not yet finalized for 1983, but for further information write to M. Joan Callanan, Office of Planning and Resources Management, Room 1144H, National Science Foundation, Washington, DC 20550.

The Program for Science Scholars at the Mary Ingraham Bunting Institute of RADCLIFFE COLLEGE (MA) is designed to provide the opportunity for postdoctoral scientists to work on projects that will make a contribution to their fields, and thereby to advance their professional careers. The program is open to scientists with doctorates in the physical sciences, mathematical and information sciences, psychological sciences, arctic and earth sciences, natural sciences and technology. Each scholar will receive a two-year appointment to conduct research in a laboratory or in a research group at a major university in the Boston area.

The application deadline is October 8, 1982. Inquiries and requests for application forms should be sent to: The Mary Ingraham Bunting Institute of Radcliffe College, 10 Garden St., Cambridge, MA 02138.

(Continued from page 6)

which are unconnected by promotion ladders to prestige jobs in the professions," and that

- "it is precisely in the newer, more routinized sector of professional employment that women's employment will be overwhelmingly concentrated."

Michael J. and Susan B. Carter explore the ramifications of these ideas in university teaching, law, medicine and other health professions. Their article appeared in the Fall 1981 issue of *Feminist Studies*, Vol. 7, No. 3. Single copies of the publication are available at $12 for libraries and institutions and $6 for individuals from *Feminist Studies*, c/o Women's Studies Program, University of Maryland, College Park, MD 20742.

Do Unemployment Rates Affect Employment Discrimination???

Over a 28-year stretch, the employment rate of white women shows no progress at all in relation to that of white men; rather, the employment position of white women has even deteriorated to a degree. So states Barbara R. Bergmann, Professor of Economics at the UNIVERSITY OF MARYLAND, in an article examining the relationship between unemployment rates and the employment progress of women and minorities between 1955 and 1978. In contrast to the poor showing of white women, Bergmann's findings show a steady increase in the percentage of black male income relative to white male incomes during this time period, from 55 percent to 74 percent. Black women show marked improvement in employment and have now almost reached the "not-very-good position" which white women have attained relative to white men. Bergmann points out that further progress for these women will be achieved primarily through a decrease in sex discrimination. She explores whether employers are more inclined to take women and minority males into jobs previously reserved for white males when unemployment rates are low, and white male labor is scarce; and whether low unemployment rates make it easier or harder for employers to put women and minority males in jobs which are unconventional for them.

Bergmann's article, "The Shibboleth of the Shrinking Pie," appeared in the Summer/Fall 1981 issue of the Civil Rights Quarterly *Perspectives*, Vol. 13, No. 2. Copies of the issue may be obtained free from the Civil Rights Commission, 1121 Vermont Ave., NW, Rm. 700, Washington, DC 20425.

Bulk Rates Now Available!

All PSEW publications are now available at bulk rates for 25 copies or more. For use in conferences, classes, resource centers, or for distribution to employees, you can save up to 60% by ordering in bulk. For price and shipping information, contact Karen Seebohm, Project on the Status and Education of Women, AAC, 1818 R St., NW, Washington, DC 20009 (Tel. 202/387-1300). Please call or write early to allow sufficient time for shipping.

Professional Women More Prone to Suicide and Depression

Depression as an illness may affect women physicians and Ph.D's far more than women in the general population. Many of the professional women afflicted with depression come from families with a history of depression. Such were the findings of a study conducted by Paula Clayton, head of the department of psychiatry at the UNIVERSITY OF MINNESOTA. Though women in the general population become depressed twice as often as men, they are less likely to commit suicide. Only among professional women, especially physicians, does the suicide rate equal the rate among men. Clayton notes that the stress of pursuing a career under frustrating conditions contributes to the development of depression. She emphasizes the need for educators and counselors to encourage graduate students to be aware of these possible problems.

ACADEMIC WOMEN

Women Med School Faculty Advance at Half the Speed of Men

For women physicians on medical school faculties, promotion takes twice as long as it does for their male colleagues, according to a survey of four medical schools. The survey also found a **decline** in the percentage of women on all medical school faculties from 15 percent in 1965 to ten percent in 1979. For details on the survey, which was reported in the November 20, 1981 *Journal of the American Medical Association* (AMA), contact Karen Prupes, AMA, 535 North Dearborn St., Chicago, IL 60610.

Women Chemists 1980—Needed: New Formula, Different Solution

Average salaries at all degree levels are less for women than for men. Some, but not all, of the differences may be due to age, experience and other factors, according to a report of the American Chemical Society. For example, married women are more likely to take time out of the work force than men, an average of one to two years. Although women chemists are younger on the whole (30 percent of them are under 30, contrasted with 10 percent of the men), men earn more money even when matched with women of the same age and experience. In academe, married women were less likely to be tenured. Of those men and women with 23 to 42 years of academic experience, 90 percent of the men and unmarried women were tenured; only 72 percent of the married women were tenured.

These and other statistics can be found in the report, *Women Chemists 1980*, which is available for $10 from Special Issue Sales, American Chemical Society, 1155 16th St., NW, Washington, DC 20036.

Giving Unemployed Faculty a Home

Researchers and scholars in women's studies who have no university affiliation of any kind may gain the benefit of a university relationship through the Honorary Fellow Program of the Women's Studies Research Center at Madison, WI. Although the positions are unfunded, the honorary fellows have access to university facilities, including space in the Women's Studies Research Center, library privileges, and limited access to secretarial help. Each fellow will be expected to present one colloquium and to spend some time working at the Center. For further information on the program, which may serve as a model for other centers, write to Elaine Marks, Women's Studies Research Center, 209 North Brooks St., Madison, WI 53706.

Professor Withdraws EEOC Charge Against Princeton

In March 1982, a former faculty member of PRINCETON UNIVERSITY's (NJ) Department of Psychology withdrew the charge she had filed against the university two years earlier with the U.S. Equal Employment Opportunity Commission (EEOC). Diane Ruble attributed her withdrawal of the charge to the fact

that many of the goals she had sought to achieve had been at least partly accomplished. Among them:

- A number of significant changes in promotion procedures.
- An increase in the number of tenured women and the hiring of substantial numbers of women as assistant professors. Women are five percent of the senior faculty, a gain of more than 100 percent over the past two years.
- The university's restatement of its commitment to affirmative action for the 1980's and its announcement of the reorganization and strengthening of the university-wide Equal Employment Opportunity Committee.

Ruble is now a fully tenured associate professor at the Psychology Department of NEW YORK UNIVERSITY.

Mentorship Opportunities for Women and Minorities Offered at CUNY

To stimulate increased research activities by women and minority faculty under the mentorship of more experienced faculty members, a program called Educational Research Opportunities has been developed at CITY UNIVERSITY OF NEW YORK Graduate School's Center for Advanced Study in Education (CASE). The program enables junior researchers at the school to select a mentor from a sizable volunteer corps, made up largely of Graduate School faculty. The project is the first of its kind, and may prove a model for other large universities who want to maximize the intellectual efforts of their faculty. For further information, write to CASE, The Graduate School and University Center of the City University of New York, 33 W. 42nd St., New York, NY 10036.

INTERNATIONAL

New Report on Women in the Third World

Organizing, research, policy developments, politics, education and health: discussions on these and other topics explored by a group of women attending the 1980 World Conference on Women are reported in *The Exchange Report: Women in the Third World.* The recently issued, one-time publication on women and development issues for the 1980's serves as an introduction to the changing roles and aspirations of women in non-industrialized countries. Names and addresses of those attending the conference meetings is included as well as a short bibliography. Copies of the report may be ordered at $6 plus postage from The Exchange, 26 E. 22nd St., New York, NY 10010.

Women's Studies Around the World

The first of the *International Supplements* to the *Women's Studies Quarterly* came off the press in January 1982. Its 32 pages of features, news and reports from Jamaica, Bangladesh, India, Canada, France, Portugal, Japan and Zimbabwe are buttressed by information about international conferences on teaching and research about women. Single copies may be ordered at $3.50 from Women's Studies Quarterly, Box 334, Old Westbury, NY 11568. Subscriptions at individual and institutional rates are also available.

In Quebec, Too, Women Graduates Low on Pay Scale

At both salary and employment levels, female university graduates in the province Quebec continue to lag behind their male counterparts, according to a study commissioned by the Ministry of Education. In surveying some 5,500 students earning bachelor's or master's degrees in 1978, the study found that two years after graduation women with bachelor's degrees showed a 12 percent unemployment rate, as compared with only 7.5 percent for men. Salaries for women at both the bachelor's and master's levels averaged $3,000 less than those for men.

Third World Women's Week at Stanford

The role of women in developing nations formed the focus of "Third World Women's Week" at STANFORD UNIVERSITY (CA) in mid-April 1982. Slide shows, films, lectures and discussions, and theatrical and musical performances were featured in the week's events, which were coordinated by the Stanford Third World Coalition.

RESOURCES

Tools for Combatting Sex Discrimination: State Constitutions

A recent article on equal rights provisions in state constitutions and their applicability to discrimination in education may be of interest to state-supported universities and colleges. The article, "State Constitutional Equal Rights Provisions: Legal Tools for Achieving Sex Equity in Education," by Phyllis N. Segal, legal director of the National Organization for Women's (NOW) Legal Defense and Education Fund, appeared in the Winter 1982 issue of the *Journal of Educational Equity and Leadership*, Vol. 2, No. 2. Copies are available at $4 from University Council for Educational Administration, 29 W. Woodruff Ave., Columbus, OH 43210.

Women in Academe: Moving Up

A self-help manual developed to help academic women, provides the junior faculty member or the beginning-to-middle level administrator with an overview of the issues and situations she may encounter in pursuing her academic career. Although geared for the individual, many of the exercises in the guide also work well when done with several other people. Copies of the 60-page manual *A Woman's Guide to Academe: Moving In, Moving Up, Moving Over,* are available at $5.75 plus .50 postage from: Higher Education Resource Service—New England, Cheever House, Wellesley College, Wellesley, MA 02181.

White Southern Women in Academe: Down from the Pedestal

The deep-rooted assumption and myths surrounding the role of women in academic institutions of the South are explored in *Stepping Off the Pedestal: Academic Women in the South.* This 181-page volume, edited by Patricia Stringer and Irene Thompson, contains essays, poems, and more traditional scholarly articles which explore a variety of themes such as women's studies, the history of women's involvement in higher education, women's status, racial stereotypes, alienation, and conformity. Copies may be ordered at $9.50 (paperbound), $15.50 (clothbound) from the Modern Language Association of America, 62 Fifth Ave., New York, NY 10011.

College Years for Women: What Goes On?

Papers from a conference on what happens to female students during the traditional four years of college are now collected in a bound volume, *The Undergraduate Woman: Issues in Educational Equity.* The papers, presented at a conference jointly sponsored by the Higher Education Resource Services and Wellesley College Center for Research on Women, held at Wellesley College, September 1979, discuss recent trends, research on the college-selection process, sex bias, minority women, how college affects women, and what happens to women after they graduate. The

433-page indexed volume, edited by Pamela J. Perun, research associate at Wellesley College's Higher Education Resource Services, may be ordered at $31.95 from D.C. Heath, 2700 North Richardt Ave., Indianapolis, IN 46219.

Let Your Fingers Do the Walking . . .

To encourage women's information networks, and to provide information on close to 600 organizations concerned with women's issues, the Federation of Organizations for Professional Women (FOPW) has published *A Woman's Yellow Pages: 570 Organizations Concerned with Women's Issues.* Listing names of current officers, addresses, and telephone numbers, the 100-page volume serves as an update of more comprehensive registries and can best be used in conjunction with such annotated listings as the *Directory of Women's Organizations and Leaders* and FOPW's *Washington Women* directory. Copies of *A Woman's Yellow Pages* may be ordered by sending a self-addressed mailing label and $4 prepaid, plus $1 for postage and handling to: FOPW, 2000 P St., NW, Suite 403, Washington, DC 20036. Checks should be made payable to FOPW.

Resource Directory

The Institutional Self-Study Guide on Sex Equity, developed with a grant from Carnegie Corporation of New York, is a basic reference tool for persons in the academic community seeking to improve the status of women—presidents, vice-presidents for academic affairs, deans of students and other concerned members of administration, faculty and staff. The *Self-Study Guide* consists of five different booklets in easy-to-use checklist format addressing sex equity for students, faculty, administrators, staff. The final section examines the social-educational climate affecting sex equity. Each booklet probes a broad range of practices, both subtle and overt, individual and institutional, with and without legal implications that should be considered when evaluating an institutional response to questions of sex equity.

A *Resource Directory* on organizations and publications that promote sex equity in postsecondary education is now available as a companion to the *Self-Study Guide.* Also developed with a grant from the Carnegie Corporation and with the assistance of an advisory panel chaired by Bernice Resnick Sandler, the directory describes selected publications and national resources that may be helpful to institutions seeking to address equity needs. Part I: Selected Annotated Publications, describes more than 150 books, manuals, articles, reports and newsletters keyed to categories of the *Self-Study Guide* that address significant issues pertaining to the education and employment of women in postsecondary education. Part II: Selected National Resources, provides detailed descriptions of 26 organizations that perform a variety of activities such as disseminating newsletters and other publications, conducting summer institutes, conferences and other training and providing telephone and on-site assistance for women students, faculty, administrators, staff and institutions as a whole.

The Institutional Self-Study Guide on Sex Equity and *Resource Directory* can be ordered from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St. NW, Washington, DC 20009. Each is available at a cost of $10.00 prepaid.

Bibliography on Comparable Worth Published

An extensive review-to-date of the literature on pay equity, containing annotations for 142 scholarly and popular articles, books and monographs from both proponents and opponents of pay equity, is now available. The 36-page, bound booklet, *Equal Pay for Work of Comparable Worth: An Annotated Bibliography,* was compiled by members of the Business and Professional Women's Foundation and published by the American Library Association Office for Library Personnel Resources (OLPR). It should be of interest to women's groups, union, personnel and management groups, professional associations and others concerned with the issue of comparable worth. Copies may be ordered for $4 prepaid from OLPR, American Library Association, 50 E. Huron St., Chicago, IL 60611. Make checks payable to the American Library Association.

International Conference on Women's Health in Salzburg

An international conference on women, entitled "Women—Health: Physical and Psychical Aspects and Development," was held in Salzburg, Austria on July 4-9, 1982. For further information on the conference, which was sponsored by the Institute for Study in Salzburg, write to Sigrid Stadler, Institut fur Studien in Salzburg, Johannes Filzerstrasse 26/55, A-5020, Salzburg, Austria.

Director of Women's Advisory Council Fired

President Reagan's new appointees to the National Advisory Council on Women's Educational Programs fired long term executive director Joy Simonson during their first meeting on July 20, 1982 by a vote of 13-4. Simonson served the Council since its inception in 1975. *Education Daily* reported that the firing was planned and coordinated by the White House prior to the Council's public meeting in Washington. Candidates for the position, apparently referred by the White House, were waiting in the Council's office even before the firing was accomplished.

The National Coalition for Women and Girls in Education protested the "cavalier treatment" given Simonson, noting that she was fired in a public meeting without prior notification, and that the Council's autonomy and independence were being threatened. The Council advises the Secretary of Education and other officials about women in education, including the Women's Educational Equity Act.

The director of the Council serves at the pleasure of the members and has no civil service protections against termination. Procedures implemented by previous Council members to protect employees from summary dismissal were overturned by the Council immediately prior to the firing.

The firing occurred subsequent to the transfer of Leslie Wolfe who directs the Women's Educational Equity Act Program at the Department of Education. Wolfe's transfer occurred after she was attacked by the *Conservative Digest* which called WEEA a "money machine for openly radical feminist groups." [See *On Campus With Women,* Spring, 1982.]

Several members of Congress have requested that the General Accounting Office (the investigative arm of the Congress) look into Wolfe's transfer and the process used this year to award grants. Women's groups have charged that many of this year's proposal readers had no experience in educational equity issues and were chosen solely for their political activities. Wolfe was informed recently that she will be returning to her job as Director of the Women's Educational Equity Act Program.

ON CAMPUS WITH WOMEN

Subscription Form

Yes! I want to receive *On Campus With Women* and occasional topical papers concerning women in academe. All subscriptions begin with the Summer issue and run through the Spring issue of each year. Back issues will be provided for those who subscribe in mid-year. (You can receive a free subscription by contributing to the Project. See **CONTRIBUTIONS TO THE PROJECT** below for more information.)

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